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ABSTRACT

The purpose of this document is to give local school districts in Mississippi the information needed to complete the local technology planning process, beginning with the technology committee selection and ending with the State Board of Education's approval and the Technology Enhancement Funds disbursement. The document is divided into five sections: (1) an introduction, focusing on levels of planning and coordination of district planning with state planning; (2) the local planning guidelines on district leadership, stakeholder involvement, curriculum-based technology initiatives, professional development, and identification of funding resources; (3) the educational technology planning model and suggestions for managing the six stages of the planning process (organization of the process, preparation, assessment of current status, goal definition, development of the implementation plan, and monitoring and evaluation); (4) the planning checklist; and (5) the document checklist, or what the text of the plan should include. Appendices contain: sample tables of contents for local technology plans; sample technology planning matrix; goals; budget; frequently asked questions; statement of assurances; and approval process flow chart. (AEF)

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ED 404 994

School District Technology Planning Handbook

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Mississippi Department of Education
Office of Educational Technology

October, 1995

IR 018288

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Mississippi Department of Education
Office of Educational Technology
Post Office Box 771
Jackson, MS 39205-0771

(601) 359-3954
FAX (601) 359-2040

Dr. Helen Soule'
Director
hsoule@mdek12.state.ms.us
soul0500@spacelink.msfc.nasa.gov
has5@ra.msstate.edu

Gus Bowering
Educational Technology Specialist
gbowering@mdek12.state.ms.us
bowe0500@spacelink.msfc.nasa.gov

Betty Lou Pigg
Educational Technology Specialist
blpigg@mdek12.state.ms.us
pigg0500@spacelink.msfc.nasa.gov

Teresa Thompson
Special Projects Officer
thom0501@spacelink.msfc.nasa.gov

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Local Technology Planning Guidelines

The purpose of this document is to give local school districts the information needed to complete the local technology planning process, beginning with the technology committee selection and ending with the State Board of Education's approval and the Technology Enhancement Funds disbursement. This document contains exerts from the Master Plan for Education Technology refer to Section 5, page 69 for detailed information.

A. INTRODUCTION

Local school districts will develop a written technology planning document, acquire local school board approval, then submit it to the Mississippi Department of Education (MDE) Office of Educational Technology. The MDE will begin accepting district plans beginning November 15, 1995 and preferably no later than June 15, 1996. Districts will receive feedback from the MDE if their plan contains components that need to be improved, clarified, or modified. Once approved by the Office of Educational Technology and the State Board of Education, the Educational Technology Enhancement (ETE) funds will be distributed. The planning process will include a recommended annual update feature so districts can continue to gauge their instructional improvement strategies.

Mississippi educators who were involved in the writing of this section of the *Master Plan for Education Technology* offer several words of caution and reminders about the planning process:

- The time required for effective planning is extremely important; local districts must consider offering release time for planners to engage in planning activities.
- Planning is just that—*planning*. Nobody expects this to work the first time with no problems.
- Planning is a ***process***, not a ***product***.
- Give enough room in the planning process to foresee and to work around problems.
- The process needs to involve everyone in the local school community (e.g., students, teachers, administrators, parents, community members).
- Students' ideas about the process are particularly important. Schools should seek unbiased opinions from all stakeholders.
- The process should be systematic.

A.1 Coordination of District Planning with State Planning

School districts will be engaged in their own planning efforts, but will maintain close communications with the MDE Office of Educational Technology personnel

so their plans are aligned with state initiatives. Local district plans should interface directly with the *Master Plan for Education Technology*.

A.2 Levels of Planning

Each school district should develop a technology plan that encompasses the technology goals of the district with focus on classroom connectivity, academic and curricular strengths and weaknesses Although not required, plans should be written for each school building/site within the district. These building-level plans should interface directly with the district plan.

B. LOCAL PLANNING GUIDELINES

Critical Success Factors for Successful Education Technology Planning

Experience and research on technology planning efforts reveal five critical factors that directly impact effective education technology planning and successful implementation of technology goals. They include:

- support of district leadership
- stakeholder involvement
- curriculum-based technology initiatives
- professional development
- identification of funding sources.

B.1 District Leadership

The school board, superintendent, key administrators, school improvement teams, and leaders of the parent and teacher associations need to be proactive in their commitment to and support of education technology infusion. With many competing priorities for limited resources in schools, top level support is critical to the successful implementation of plan goals.

B.2 Stakeholder Involvement

Planning must reflect the experience, knowledge, and perspectives of teachers, students, administrators, parents, town/city officials, and local business representatives. Everyone affected in the short and long term by the decisions made regarding education technology in schools must be involved in and/or well informed about planning activities. Most importantly, the vision of how education technology can be best used to impact education reform must be a consensus vision, fully endorsed by the implementors of the plan, and fully supported by those who influence decisions for funding the plan.

School districts should collect names of people in the community, students, teachers, and administrators who are interested in working on local plans. The planning committee will be strengthened significantly by the broadest possible representation from the community as a whole. Stakeholders will include any member of the community who has any stake in the educational welfare of that community. Examples include, but are not limited to: students, teachers, administrators, parents, business leaders, retired people, and civic leaders. Within the stakeholder groups, individuals should be selected for technology planning committee membership depending upon their support of education in the community.

Communication is the key to managing stakeholder input. This can be accomplished well through community newsletters, meetings, local broadcast media, student input and reporting techniques, and civic club presentations. It is essential to ensure that the involvement of diverse stakeholders is recognized, celebrated, and publicized throughout the school district community while the planning activities are occurring.

B.3 Curriculum-based Technology Initiatives

The primary focus of any planning activity must remain on the individual learner and the learning process. Plans should reflect ways in which district personnel intend to undergird the entire instructional process with robust technology deployment. Significant decisions regarding education technology goals and initiatives should be curriculum-based, since improvement in education is the primary catalyst for community support. It is difficult to engage and sustain funding support and staff enthusiasm for hardware lists with few or no clearly articulated linkages to outcomes for students.

B.4 Professional Development

A major obstacle to successful education technology planning and implementation can be the failure to consider the staff development required to effectively integrate acquired equipment and resources into the learning process. Without sufficient professional development, education technology is too often under-utilized; it is used simply to automate older instructional methods or to deliver outmoded curriculum. Teachers and administrators must develop new skills, knowledge, and attitudes for applying information technologies in support of education reform. In order to attempt to overcome this obstacle, 20% of the ETE fund must be spent on professional/staff development.

B.5 Identification of Funding Resources

A local education technology plan needs to take into account different potential sources of funding that may be combined for successful implementation. The regular budget process is generally inadequate to support a major infusion of education technology within a short time frame. In addition to ETE funds, business partnerships, grant opportunities, special municipal warrant articles, local foundations, and other sources need to be aggressively explored.

Thorough strategic technology planning establishes clear direction over a timeline that can be expanded or shortened based upon the actual funding generated. School district leadership must consider incorporating, as an annual budgetary expenditure, funds to maintain existing equipment, to update or replace obsolete equipment on a regularly scheduled basis, and to provide necessary technology support staff training.

C. EDUCATION TECHNOLOGY PLANNING MODEL

This section will identify and outline several key points that local school districts should consider when developing and implementing their technology planning efforts. The discussion that follows will include attention to the use of stakeholders, resources, and local support opportunities, along with the suggested components for a strong technology planning document and proposed stages to be followed by a committee during the various phases of planning.

C.1 Plan Components

Technology planning documents prepared by school districts must be documents of utility. Plans, in their noun form, must be tools that are used by all in the district. For this to occur in a realistic fashion, the plan must include some basic, standard components. To achieve maximum effectiveness, a local education technology plan should be a collaborative educational and community effort. Components of **all** comprehensive, long-range district education technology plans submitted to the MDE Office of Educational Technology, must include the following at a minimum:

- vision/ mission statements
- assessment of needs
- goals
- education technology system design (connectivity)
- long-term strategies and timelines

- implementation plan (including district planning matrix)
- anticipated results
- monitoring and evaluation plan
- budget
- assurances

Sample tables of contents for a local education technology plan are offered in Appendix 1. Districts may use the copy of a sample local technology planning matrix is found in Appendix 2 or develop their own matrix of responsibilities and timelines for plan completion. A copy of the district's planning matrix should be submitted along with the local technology plan.

C.2 Managing the Process

To assist local technology planners, some general suggestions are offered here for how the committee chair, working in concert with district administrators, will guide the day-to-day functioning of planning activities. These are presented in stages; however, many of these responsibilities could best be carried out simultaneously. In general, the stages of the planning process are as follows:

C.2.1 STAGE ONE: ORGANIZATION OF TECHNOLOGY PLANNING PROCESS

Form a technology planning committee – Appoint a District Technology Committee. This committee will be responsible for developing the District Technology Master Plan. If possible, committee members should include representation from each school in the district. The District Technology Committee should be small enough to be a working group and large enough to ensure a full range of perspectives.

- Ensure appropriate representation from all constituencies—see p. 72, Stakeholder Involvement, of the *Master Plan For Education Technology*)
- Assign tasks to committee members so their importance to the process will be enhanced.
- Form subgroups and task forces to accomplish specific goals in a timely fashion. Engage members rapidly in meaningful activity.
- Develop a planning and responsibility matrix.
- Establish timelines, benchmarks, goals and working procedures.
- Reward committee members with praise as successes are achieved.
- Prepare schedules of meeting times and publish that information clearly so members can arrange their personal schedules.
- Elect or appoint a recording secretary to keep minutes of deliberations. Some of this information may be published in the final planning document.
- Encourage the committee to plan with imagination, not memory. .

Gain administrative approval -- Ensure that district administrators and school board members understand and "buy in" to the concept and practices associated with the technology planning effort. Go beyond simply informing administrators; seek and acquire their approval. Make them feel a part of the planning process. Historically individuals support a project in which they have had a part.

C.2.2 STAGE TWO: PREPARATION FOR PLANNING

Prepare and/or refine vision and mission statements -- Vision and mission statements are two of the most critical parts of a written technology plan. The committee should conduct brainstorming sessions to help everyone come to general consensus on what the district considers truly important in applying technologies to learning. A vision statement should be prepared and presented to school staff and faculty personnel to gain input, understanding, and approval. Finally, a formal vision statement should be adopted by the committee for inclusion in the earliest part of the planning document. The same process should be conducted with regard to a mission statement. It is *essential* that all committee members and all school personnel understand *and can articulate clearly* the vision and mission statements to the public. This may do more to ensure successful implementation of technology than any other single activity.

Definitions

- **vision**-articulates the broad goal or vision that the district sees for its students.
- **mission**-articulates more closely the process that should be undertaken to achieve the vision.

Communicate *vision and mission to stakeholders*--Make presentations to community organizations, PTO/A's, businesses, etc.

Investigate current and emerging technologies--This step will occur before, during and after the development of the vision and mission and through out the planning process. The technology committee should plan activities to heighten members awareness of the technologies available now and on the horizon.

Identify best practices regarding education technology--This may include attending conferences, visiting other school districts, reading technology related magazines, surfing the World Wide Web,etc. These activities may have been funded by the mini-grant process or they may be funded from other sources.

Gather background information (e.g., demographic and technology-related information) about the district.--This may be taken from the latest State Report Card or from district sources. Districts should use this information to address issues of equity and to help establish priorities.

C.2.3 STAGE THREE: ASSESSMENT OF CURRENT STATUS

Conduct a needs assessment -- Surveys of district personnel can be quite effective in determining what people need. Poll all school personnel including bus drivers, media specialists, food service personnel, secretaries, teachers, administrators, custodians, maintenance employees, and any other pertinent people, who will interact with technologies in any way. A thorough needs assessment will be an effective tool in the hands of the technology committee that can examine the compilation of needs, interpret them, and determine what specific technologies are more appropriate in various situations. Be sure to include an assessment of support staffing capabilities and needs regarding education technology. Survey skills *and* attitudes, where possible. Needs assessment should include an analysis of distance learning needs, (See pg. 38 of the *Master Plan for Education Technology).*

The Technology Coordinator's Resource Guide has some sample surveys. Others can be found on the World Wide Web at the National Center for Technology Planning, (http:// www2.msstate.edu/~lsa1/nctp/index.html).

Conduct a technology inventory -- Technologies of all types, in all kinds of learning environments, should be quantified. Count more than just computers; include televisions, VCRs, telephones, peripherals, networking components, telecommunications access, software, networking connections (services) etc. Consider age, maturity, and the utility of the various technologies, as well. This will give a more accurate picture of the true inventory that exists. In addition, an inventory of the human capacities (e.g., technology prowess, teacher certification levels, personal interests, and available energies) in a district is quite appropriate.

Conduct an analysis of facilities -- Include current and future infrastructure capabilities and requirements. This, along with the technology inventory forms are an important part of the base data for the system design.

Examine district/school academic and curricular strengths and weaknesses -- Examine student performance data as well as evaluations of existing program initiatives. Determine which areas can best benefit from technology-enhanced learning. Identify current district priorities and reform efforts in terms of the goals in Appendix 4 of this document and in Section 7.2 of the *Master Plan for Education Technology.*

Review current status of professional development regarding technology skills, knowledge, and attitudes-- Evaluate the district staff development program in light of the results of the needs assessment conducted in Stage 3 of the level of technology skills, knowledge and attitudes of personnel within the

district. Consider also the technology standards for all teachers adopted by the Council and MDE and specific areas of district strengths and weaknesses. Keep in mind that 20% of ETE funds must be used for staff/professional development.

C.2.4 STAGE FOUR: GOAL DEFINITION

Review, analyze, and report data – When data is collected, the committee should examine the findings. A member of the committee, or a task force, should compile data in such a way that true *analysis* can occur. The committee chair should ensure that a clear, thorough report is given to the committee so all members can have a clear picture of what exists in the district prior to launching into the flurry of writing major parts of the planning document.

Define goals based on data analysis – Goals will generally fall into six areas:

- instructional/curricular*
- administrative
- professional development*
- communication and information access*
- staffing
- maintenance/upgrades.

Topics or areas may be added or deleted as needed to adequately describe the goals. The three that have the (*) asterisk must be included in the plan.

C.2.5 STAGE FIVE: DEVELOPMENT OF THE IMPLEMENTATION PLAN

Develop strategies and timelines for implementation – This is the stage in which the action plan is developed. The technology committee should give careful attention to developing realistic strategies and timelines for attainment of goals. When developing this action plan, do not forget to:

- Determine staffing and training requirements. Give a description of human resources and training necessary to implement the plan. In developing timelines remember that the technologies need to be in place before training begins.
- Determine the district plans for maintenance and upgrades of technology.

Determine priorities and anticipated results – The ETE funds cannot pay for all of a district's needs. The Technology Committee must analyze existing resources, including but not limited to the ETE funds, and determine priorities. In addition, the district needs to identify, in performance terms, the anticipated implementation plan results.

Determine costs and prepare budget -- Based on strategies, timelines, and priorities selected, develop budget information for the technology plan. The budget can reflect other costs that may require other sources of revenue (e.g., grants, Goals 2000, Eisenhower). Refer to p.73, Identification of Funding Resources in the *Master Plan for Education Technology*. Prepare a budget for the expenditure of ETE funds according to the example on page 28.

- A minimum of 20% of the ETE funds must be spent on training/professional development. A formula for allowing credit for CEU/graduate state sponsored credit is being developed.
- Equipment specifications in the *Technical Specifications Handbook* should be used to assist in determining equipment costs.
- Non-allowable expenditures include personnel, supplies, etc.
- Procedures for disbursement of funds is found on page 26.

Begin preparation of document -- At this stage, if it has not already begun, document preparation should begin. The committee chair should subdivide the tasks so that a maximum number of people are able to work simultaneously to compile the most meaningful document possible. Periodic meetings should be held among subcommittees to help ensure continuity and articulation of components of the plan. When the first rough draft is finalized, the committee should distribute it to teachers and other pertinent district personnel to gain feedback. This "back and forth" process can occur as many times as is necessary in order to yield a maximally effective plan. For additional information, assistance, and/or clarification of any individual parts of a plan, planners may contact the MDE Office of Educational Technology.

Mount a public relations campaign -- As the planning document is nearing completion, the planning committee should marshal the creative energies of various community leaders who can portray to the community at large the many benefits that will accrue from an aggressive technology infusion program. The committee should arrange for speeches and presentations before local civic groups, social clubs, church organizations, as well as in informal settings. All materials should have a high degree of visual appeal. This is an opportunity for the planning committee to capture the spirit of the community and to capitalize on the myriad of talents that people representing a broad spectrum of the community will donate to this activity.

C.2.6 STAGE SIX: MONITORING AND EVALUATION

Establish monitoring and evaluation of plan -- The Technology Planning Committee should determine the process and timeline for evaluating the success of the action in the plan.

- Develop a schedule to provide for periodic monitoring of the plan's timeline, implementation schedule, etc.

- Maintain records that will help give a clear picture of what transpires.
- Review goals and objectives-see if changes are necessary
- Provide ongoing evaluation of the technologies, the process, the implementation, and user feedback.
- Use results of evaluation so benefits can be recognized immediately.
- Have an impartial party review your plan

Establish a revision schedule -- Plans should be reviewed by the Technology Committee and updated on a periodic basis (at least annually) based on the timeline in the evaluation plan.

C.3 Education Technology Planning Team Review

Before a district technology plan is submitted to a local school board, it is important to conduct an internal audit and review of the plan. The Technology Planning Committee should thoroughly review the plan and the desired learning outcomes. When that process is complete, another group of district-level stakeholders, typically the curriculum improvement or professional development committee, should review the education technology plan for overall quality assurance. The primary criterion for quality assurance is how well the completed technology plan addresses school, district, student performance and curriculum improvement objectives. The next step is to present the technology plan to the district superintendent so that the key educational leader in the district can address any issues or questions before submitting the completed plan to the school board for review and approval. The District Superintendent must sign the Statement of Assurances.

C.4 Local School Board Review

Acquire school board approval. A technology plan must be approved by the local school board. Technology Planning Committee members, along with supporters from the community, should prepare a compelling presentation that will show the board how infusion of technologies into instruction will strengthen the intellectual life of students and will have the potential to enhance the economic climate. School board's approval is critical because the board represents the community's interests and controls the local budget. The board's acceptance of the education technology plan represents the community's support and the board's approval for formal adoption of the plan. If board members were enlisted as key stakeholders during initial planning activities and periodically informed throughout the education technology planning process, then the formal school board review should not represent an obstacle for approval.

However, if the local school board was excluded from planning activities, then support for the vision, goals, recommendations, and implementation strategies for the integration of technology into students' education may be lacking. Upon approval of the local school board, the plan may be submitted to the Mississippi Department of Education Office of Educational Technology for approval. See page 36 for the *Approval Process Flow Chart*.

C.5 Implement the Plan

When the plan is approved, implementation may begin according to the timeline in the local technology plan. A strong *support* system will need to be established early in the implementation phase. The implementation process is cyclical in nature, not linear. Some activities will be occurring simultaneously.

C.6 Accessing Technology Planning Support

Districts can find numerous resources to aid them in developing the various components of their technology plans. Perhaps one of the most beneficial resources to Mississippi educators is the National Center for Technology Planning (NCTP). NCTP offers many materials that can be employed throughout the planning process; these have been garnered from hundreds of schools around the world. A recently developed aid created at NCTP is the *Guidebook for Developing Effective Technology Plans*. This booklet is available for accessing and downloading via the World Wide Web on the Internet, (http://ww2.msstate.edu/~isa1/nctp/index.html). Numerous articles on technology planning written by Dr. Larry Anderson are available for distribution to schools, as well. Sample technology plans from schools around the United States are also available through the NCTP. Other sources to consider are the MDE, Office of Educational Technology monthly newsletter, Monex, and listserves.

D. PLANNING CHECKLIST SUMMARY

1. Has the district technology committee taken the lead in planning efforts?
2. Has full participation of all stakeholders been encouraged in the planning process to ensure successful implementation?
3. Are timelines and milestones reflected in local planning efforts?
4. Has the committee clearly defined the role of all stakeholders committees, and community resources?
5. Is distance learning addressed in the plan?
6. Does the plan timeline cover 3-5 years?
7. Is the plan comprehensive in nature ?
8. Does the plan address all technology issues in the district, not just those that can be paid for by Technology Enhancement funds?
9. Does the plan cover all of the minimum components in Section C.1?
10. Does the plan address training and staff/professional development?
11. Is 20% of the money allocated for training and staff/professional development?
12. Does the plan include a mission and vision statement developed by the Technology Committee ?
13. Has the School Board approved the plan?
14. Have the Superintendent and School Board President signed the Statement of Assurances?

E. THE DOCUMENT CHECKLIST

In addition to the components on Section C.1, the text of the plan must include the following:

- A short description of the District Technology Committee selection process
- A copy of the District Technology Committee membership. Be sure to indicate the roles of the members
- A copy of minutes from two District Technology Committee meetings
- A brief summary of activities used to gain administrative and community support.
- The vision and mission statements developed by the committee
- A brief summary of activities used to gain awareness of current and emerging technologies and best practices
- The brief demographic profile-the demographic data and statistical makeup of the district
- Samples of any surveys or other tools used to conduct the needs assessment and a description of the results of the needs assessment
- A sample of instrument(s) used to conduct the technology inventory and facilities analysis and a summary of the results
- A copy of any reports generated that the committee considers important to the plan
- A profile of the current curriculum strengths and weaknesses as a result of the analysis. Be sure to include a description of the process used to identify strengths and weakness and to identify priorities and reform efforts
- A summary of the current status of district professional development in the area of technology
- A complete description of the goals of the plan

- The implementation/action plan that identifies strategies, timelines, responsibilities, etc. for completing the goals, as well as anticipated results
- A summary of existing resources available for funding (if they are not put in budget form)
- A budget for expenditure of Technology Enhancement funds according to the example on page 27
- A description of the process and timeline for evaluating and revising the plan

Disbursement Procedures

The MDE has determined that a portion of the Educational Technology Enhancement Funds will be provided for area and regional communication hubs to minimize communication line charges to the local districts. The balance of funds will then be allocated to school districts on a per pupil basis. The enrollment data will be based on the Average Daily Attendance figures from FY95.

- Upon receipt of a local district technology plan, the MDE will review the plan, and if in approval form, will submit a *Recommendation for Approval of Disbursement of Educational Technology Enhancement (ETE) Funds* to the State Board of Education.
- Districts will be notified of the status of their funding within two calendar days following the State Board of Education's action.
- Monies will be disseminated to school districts through the MDE - Office of Accounting's ***Request for Additional Funds*** process. Based on current needs and obligations, districts are able to obtain up to 90% of the total allocation by this method on at least a monthly basis.
- The final 10% of the allocation will only be released to districts upon receipt of an evaluation report that describes activities accomplished with ETE funds.

APPENDIX 1

Sample Table of Contents

These two tables of contents are provided as samples of tables of contents for local technology plans. Districts are free to develop their own table of contents as long as they include all of **the required components found in *Section* 5.4.**

Sample A
Table of Contents for a Local Education Technology Plan

Executive Summary

1. Introduction

1.1 Education Technology and School Reform in Mississippi

2. Background Information

2.1 School/District and Community Demographics
2.2 Overview of the Education Technology Planning Process
2.3 Stakeholders and Community Resources
2.4 District Technology Vision and Mission Statements

3. Current Status

3.1 Assessment of Student and Staff Technology Skills, Knowledge, and Attitudes
3.2 Inventories
- 3.2.1 Software
- 3.2.2 Hardware
- 3.2.3 Facilities
- 3.2.4 Networking and Telecommunications Capacities

3.3 Current Status of Curriculum and Education Technology Initiatives in Relationship to Education Reform
3.4 Review of Existing Professional Development Activities and Structures
3.5 Assessment of Current Education Technology Support Staffing

4. Program Goals and Technology Initiatives in Support of Education Reform

4.1 Administrative and Management Goals and Initiatives
4.2 Communication and Information Access Goals and Initiatives
4.3 Instructional and Curricular Goals and Initiatives
4.4 Staff Competency Goals in Support of Student Learning and Education Reform Initiatives

5. Technology Design

5.1 Software Priorities
- 5.1.1 Administrative and Management
- 5.1.2 Communications and Information Access
- 5.1.3 Instructional and Curricular

5.2 Hardware, Facilities, and Network Priorities
- 5.2.1 Hardware: Workstations and Peripherals
- 5.2.2 Facilities: Network Design
- 5.2.3 Building and Classroom Wiring: Standards

5.2.4 Implementation Issues
5.2.5 Operations, Maintenance, and Upgrade Priorities

6. Technology Implementation Action Plan

6.1 Software Procurement
6.2 Hardware, Facilities, and Network Acquisition/Implementation
6.3 Operations, Maintenance, and Upgrades
6.4 Professional Development
6.5 Additional Human Resources in Support of Technology
6.6 Funding
6.7 Budget Summary

7. Monitoring, Evaluation, and Revision of Technology Plan

7.1 Monitoring and Evaluation Process
7.2 Incorporation of Evaluation Information for Ongoing Planning
7.3 Process for Reporting to Stakeholders
7.4 Process and Timeline for Ongoing, Long-term Planning

Sample B
Table of Contents for a Local Education Technology Plan

Cover Sheet and Title Page—attractive, including name of the district and date of preparation

- Table of Contents
- Acknowledgments
- Executive Summary
- Vision Statement
- Mission Statement
- Demographics
- Committee Membership
- General Information
- Data Collection, Analysis, Reporting
- Critical Issues-to include but not limited to:
  - Stakeholders
    - Involvement (Student, Parent, Community, Business)
    - Personnel (Hiring, Staffing and Relations)
    - Incentives -- Reward System for Teachers
    - Public Relations
  - Physical Plant
    - Facilities
    - Equipment
    - Networking
    - Maintenance
    - Obsolescence
    - Ergonomics
    - Security
  - New and Emerging Technologies
  - Support
- Professional Development
- Instructional/Curriculum Development
- Technology Integration into Curriculum
- Administrative Issues, such as Legal Aspects
- Implementation Plan and Timeline
- Evaluation and Monitoring Plan
- Budget (may elect to put in the Appendix instead)
- Finances
- Bibliography
- Glossary
- Appendices
- Index

APPENDIX 2

Sample Technology Planning Matrix

Sample Local Education Technology Planning Task and Responsibility Matrix

Task #	Task Description	Person(s) Responsible	Start Date	Finish Date	Resources Required
Stage One	**Organization of Technology Planning Process**				
	Form technology planning committee.				
	Gain administrative support and approval.				
Stage Two	**Preparation for Planning**				
	Prepare and/or refine vision and mission statements.				
	Communicate vision/mission to stakeholders.				
	Investigate current and emerging technology				
	Identify best practices regarding education technology.				
	Gather background information.				
Stage Three	**Assessment of Current Status**				
	Conduct a needs assessment.				
	Conduct technology inventory.				
	Conduct analysis of facilities.				
	Examine district/school academic and curricular strengths and weaknesses.				
	Review current status of professional development.				
	Examine administrative needs for education technology.				
Stage Four	**Goal Definition**				
	Review analyze and report data.				
	Define goals based on data analysis.				
Stage Five	**Development of the Implementation Plan**				
	Develop strategies and timelines for implementation.				
	Determine priorities and anticipated results.				
	Determine cost and prepare budget.				
	Begin preparation of document.				
	Mount a public relations campaign.				
	Construct cost matrices and line item budget for technology needs.				
Stage Six	**Monitoring and Evaluation**				
	Establish monitoring and evaluation of plan.				
	Establish a revision schedule.				

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APPENDIX 3

SB3350 Goals

SB3350 Goals

The following goals have been identified in SB3350 and are to be used as a guide for the development of the local technology plans by the district technology committee. The use of these implementation strategies are suggested, not required.

GOAL 1: *To provide access to individualized instruction through computer-based technology, video and other technology-based instruction.*

STRATEGY: **Focus on classroom infusion.**

- Provide a *multimedia workstation for every teacher
- Establish an electronic classroom
- Establish a ratio of one workstation to every five students

*see *Technical Specification Booklet*

GOAL 2: *To improve teaching and learning and the ability to meet individual students' needs to increase student achievement.*

STRATEGY: **Focus on curriculum integration.**

- Infuse technology competencies throughout curriculum.
- Identify areas of academic weakness/need and use of technology to meet that need.
- Incorporate Internet access and multimedia research capabilities in the media center.

GOAL 3: *To improve curriculum delivery to help meet the needs for educational equity across the state.*

STRATEGY: **Focus on connectivity.**

- Install a local-area network within the school and wide-area network connected to other schools/districts/agencies/Internet.
- Upgrade libraries to technology media centers for automated media circulation/cataloging, and telecomputing to library/information sources, or other on-line services.

GOAL 4: *To improve delivery of professional development.*

STRATEGY: **Focus on professional development.**

- Provide professional development on technology for all professional staff and school board members. (20% of funds spent on professional development)
- Provide technology support program for staff.

GOAL 5: *To improve the efficiency and productivity of administrators.*

STRATEGY: **Focus on reporting and accountability.**

- Implement student level database program in each school.
- Continue implementation of MONEX.

***GOAL 6**: To encourage development by the private sector and acquisition by districts of technologies and applications appropriate for education.*

STRATEGY: **Focus on emerging technologies**.

- Develop software and hardware applications that enhance educational curricula.
- Develop partnerships with the private sector to accomplish this goal.

***GOAL 7**: To ensure efficient and equitable use of technology at all levels from kindergarten through higher education, including vocational and adult education.*

STRATEGY: **Focus on maximization of investment**.

- Identify funds to be used to match with all other initiatives.
- Provide assistance for development of local planning efforts.
- Utilize standards to maximize investments.

APPENDIX 4

Budget

INSTRUCTIONS FOR COMPLETING THE REQUEST FOR ADDITIONAL FUNDS

Request for Additional Funds for - Enter the name of the project for which funds are requested. (i.e., Educational Technology Enhancement)

School District - Enter the name of the district for the approved plan.

Project Number - Enter the eight digit number assigned to the District Project

Funds Request for Month of - Enter the month for which the request is being made

Year - The year for which the request is made

Total Funds Received To Date For This Project (A) - Enter the cumulative total of funds received from MDE for this project. This amount should agree with the receipts per your ledger.

Total Funds Expended To Date For This Project (B) - Enter the cumulative expenditures (actual figures) disbursed for this project. This amount should agree with the expenditures to date per your ledger.

Cash on Hand End of Current Month (C) - The difference between (A) and (B) equals the *cash on hand* which should agree with the cash in the bank and the monthly cash reconciliation.

Total Funds Needed for Current Month (D) - Enter the total funds needed to operate for the month requested. This request should include only those invoices that were approved by the board that met during the current month and will be disbursed by the end of the current month. Theoretically, the district should begin each month with a zero cash balance. This figure should agree with your analysis of funds needed worksheet. (i.e. include funds needed for the current month: travel, commodities, contractual services, equipment, professional services, property services, property, others.)

Total Amount Requested [(D) minus (C)] - Enter the amount of funds requested for the month; should equal (D) minus (C). The total amount of funds requested is the amount of the check you will receive. This check should be received by your district during the last week of the month, if the request is received by the Office of Accounting no later than the 10th of each month.

Cumulative Project Financial Transactions - this section of the form is the analysis of the project. Cumulative figures should be used when completing this section. All figures should agree with the district's financial records to date.

- ***Budget Line Item*** - List the budget categories or approved line item
- ***Budgeted Amount*** - List the approved budget amount or amended amount per category or line item
- ***Cumulative Expenditures to Date*** - List the projects actual expenditures. These expenditures should agree with letter (B) in the section above.
- ***Current Open Obligations*** - List the projects obligations thought the end of the month requested on this form

Signature - the request should be signed and dated by the school superintendent and the financial officer of the person who prepared the request.

PLEASE NOTE:

The request **must** be received by the 10th of the month. Complete each blank on the form (Failure to do so could result in your funds being delayed). Please mail your request to the address at the bottom of the form.

State Department of Education

Office of Accounting

Request for Additional Funds

Request for Additional Funds for _____

School District _____ Project Number _____

Funds Requested for Month of _____ Year _____

Total Funds received to-date for this project (A)$_____

Total Funds expended to-date for this project (B)$_____

Cash on hand end of current month (C)$_____

Total funds needed for current month (D)$_____

Total amount of funds requested (D minus C) _____

Cumulative Project Financial Transactions

Budget Line Item	Budgeted Amount	Cumulative Project Expenditures To-Date	Current Open Project Obligations
TOTAL			

Certification: We hereby certify that the above Project Financial Transactions information is reflected in the Financial records of the District and that, to the best of our knowledge, the information is accurate and allowable for inclusion in this request.

Signature of Superintendent _____ Date _____

Signature of Chief Financial Officer _____ Date _____

Return to: State Department of Education
Office of Accounting
P. O. Box 771
Jackson, MS 39205

_____
Office of Accounting Approval

(This request must be received by the 10th of the month)

MISSISSIPPI EDUCATIONAL TECHNOLOGY ENHANCEMENT FUND
SAMPLE BUDGET FORM

District ETE Allocation Amount $		Year One - 19__ - 19__			Year Two - 19__ - 19__			Year Three - 19__ - 19__			TOTAL TECHNOLOGY EXPENDITURES YEARS ONE-THREE
*Accounting Code	Budget Category	ETE Funds	Local/Other Funds	TOTAL	ETE Funds	Local/Other Funds	TOTAL	ETE Funds	Local/Other Funds	TOTAL	
	SOFTWARE										
	Instructional Applications										
	Administrative										
	Teacher Tools										
	HARDWARE										
	Workstations										
	Printers										
	File Servers										
	Other Technology										
	Network Components										
	Telephone										
	BUILDING WIRING										
	Voice										
	Video										
	Data										
	PROFESSIONAL DEVELOPMENT										
	CONTRACTUAL										
	Mini GRANT ADVANCE										
	TOTAL										
Items Not Eligible for Educational Technology Enhancement Funds											
	Staffing (Positions, Fringe Benefits, etc.)										
	Supplies/Materials										
	Other (Indirect Cost)										
	TOTAL										

BUDGET FORM CATEGORIES:

All items contained on the Budget Form must be explained and justified in the Local Technology Plan narrative.

*Accounting Code - Districts are not required to submit the Accounting Codes used to MDE - This column may be used for local auditing purposes.

Software - Instructional Applications (Reading, Math, Science, etc.)

Software - Administrative Applications (MCPASS Applications, Student level data bases, etc.)

Software - Teacher Tools (word processing, spreadsheets, data base applications, presentation software)

Hardware - Workstations (Teacher, student, multimedia)

Hardware - Other Technology (Graphing calculators, satellite dishes, VCRs, Cameras, etc.)

Hardware - Network Components (routers, cards, UPS)

Contractual - Contracts with engineers, etc. to provide technical services not available within district

Mini Grant Advance - The total amount of the Mini Grant Award

The Total Technology Expenditures for Years One-Three should equal the TOTAL ALLOCATION of Educational Technology Enhancement Funds.

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APPENDIX 5

Frequently Asked Questions

Answers to frequently asked questions

1. **How is technology going to enhance the education of Mississippi students?**

Technology is a tool that will enable students to keep pace with changing society and enhance instruction. Students will no longer be required to come up with a single right answer to a problem; rather they learn to ask questions, to explore, to work in teams, to compromise, to devise multiple approaches that carry them across the curriculums and to communicate. They learn at their own pace and in their own style with the aid of well trained professionals who will encourage, monitor, guide and instruct.

2. **Is technology just computers?**

No, it can include telecommunications, electronic classrooms, multimedia computers, telephones, television, video cameras, LCD panels, overhead projectors, graphing calculators, etc.

3. **What is the Internet?**

The Internet is a collection of more than 10,000 interconnected computer networks around the world that make it possible to share information almost instantly. The networks are owned by countless commercial, research, governmental, and educational organizations and individuals. The Internet allows more than 1.5 million computers and 10 million users of the system to collaborate easily and quickly through messaging, discussion groups and conferences. Users are able to discover and access people, distribute information, and experiment with new technologies and services. The Internet has become a major global infrastructure for education, research, professional learning, public service, and business.

5. **What kind of staff development training is needed in local districts?**

All staff including administrators will need training. With the addition of new technologies, administrator as well as school board members, teachers, office staff, cafeteria staff, and bus drivers will need an introduction to various technologies and to determine whether desired outcomes have been met.

6. **Is this Tech-Prep?**

No, however Tech-Prep should be a vital component in the district's overall technology plan. Appendix J of the Master Plan for Education Technology addresses the role of Tech-Prep

7. **Is th[illegible] Goals 2000?**

[illegible]o, but Goals 2000 supports the concepts within the state plan such as:

- Promotion of higher student achievement through the use of technology in education.
- Technology should enhance student learning and staff development in the support of the National Education Goals and State content standards.
- Promotion of shared usage of equipment, facilities, and other tehcnology resouces by adult learners during after school hours.

8. **How much money should districts spend on Teacher Training?**

A district must spend a minimum of 20% of your ETE funds on teacher training. Participation in training modules offered by MDE and the CEU/credit coursework that is being developed may be used to satisfy this requirement if applicable to the district.

9. **Does the state plan require computer labs in school?**

No! In fact, the focus of this initiative is on the infusion of technology in the classroom not a computer lab.

10. **Do districts have to develop a school level technology plan at each school?**

It would be beneficial for each district to develop a school level technology plan but it is not required by OET.

11. **What should be the life-span of the District Technology Plan?**

The district should develop a plan for at least three years but not more than five years.

12. **What happens to the plan after it is submitted to the Office of Educational Technology (OET).**

It will be reviewed by a committee and if it is complete it will be sent to the State School Board for approval of funding. If it is not complete then, OET will call the district technology coordinator and revision of plan. Once the recommended changes are made, the plan can be resubmitted.

13. **Should Distance Learning be included in the local plan?**

Yes, it should be included in the plan even if it is not a priority for funding right now. Districts should consider distance learning needs during the needs assessment process.

14. **How does a district make revisions to the local plan?**

On at least an annual basis, the district should convene the Technology Planning Committee to review the current plan, district purchases and acquisitions over the past year, and identify unmet needs. The MDE will provide a packet of instructions that will guide the district in submitting its revised plan.

15. **Do the technical specifications only apply to the Technology Enhancement Fund?**

No, Senate Bill 3350 requires that Council for Education Technology, Mississippi Department of Education, Office of Educational Technology and the Department of Information Technology Services establish minimum specification for the purchase of educational technology. These minimum specifications will apply to ALL purchases dealing with technology.

16. **Can I submit the local plan electronically ?**

Yes, using Microsoft Word, Microsoft Write, Ascii Text file.

17. **May I submit the Mini-grant evaluation with the plan?**

Yes, each district that received this fund must write a synopsis of the project activities and submit them to OET before May 15, 1996.

Questions to be asked

APPENDIX 6

STATEMENT OF ASSURANCES

LOCAL TECHNOLOGY PLANNING STATEMENT OF ASSURANCES

The LEA, agency or consortium (grantee), in accordance with SB3350 and Mississippi Department of Education policies, submitting this local technology plan, hereby assures that:

1. The grantee shall be an equal opportunity employee and shall perform to all affirmative action and other applicable requirements; accordingly, the applicant shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap or sex in any manner prohibited by law. Further, the applicant agrees to comply with the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and the Americans with Disabilities Act.

2. The grantee agrees that the Mississippi Department of Education, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit examine any pertinent books, documents, papers, and records of grantee related to this agreement. Such records shall be kept by grantee for a period of five years after final payment under this agreement, unless the MDE authorizes their earlier disposition. Grantee agrees to refund the MDE any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the five-year period, the records shall be retained until completion of the action and resolution of all issues which arise from it.

3. The grantee assures that it possesses legal authority to apply for and receive funds under this agreement.

4. The grantee certifies that they have not been barred from contracting or otherwise doing business with the State or Federal Governments.

5. This agreement shall not be modified, altered, or changed except by mutual agreement by an authorized representative(s) of each party to this agreement, and must be confirmed in writing through MDE grant modification procedures.

6. The grantee shall perform all services as an independent grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by grantee with respect to third parties shall be binding on the MDE.

7. The Mississippi Department of Education, by written notice, may terminate this grant, in whole or in part, if funds supporting this grant are reduced or withdrawn. To the extent that this grant is for services, and if so terminated, the MDE shall be liable only for payment in accordance with payment provisions of this grant for services rendered prior to the effective date of termination. The MDE, in whole or in part, may terminate this grant for cause by written notification. Furthermore, the MDE and the grantee may terminate this agreement, in whole or in part, upon mutual agreement.

8. This agreement, and all matters or issues collateral to it, shall be governed by, and construed in accordance with, the laws of the State of Mississippi.

9. Contractor shall not assign or subcontract in whole or in part, its rights or obligations under this agreement without prior written consent of the Mississippi Department of Education. Any attempted assignment without said consent shall be void and of no effect.

_____ _____
Signature of Superintendent Date

_____ _____
Signature of Local Board President Date

==========

Project Coordinator

Name _____

Title _____

School District _____

Telephone # _____

Fax # _____

E-Mail Address _____

APPENDIX 7
Approval Process Flow Chart

Approval Process Flow